

CHAPTER I

INTRODUCTION

This chapter presents a comprehensive introduction to the research. It is structured into seven sections: the study's background, the research subject, the investigation's aim, the significance of the study, the research hypothesis, the scope and limitations of the research, and the description of key terms.

1.1 Background of the Study

English is a global language spoken by millions of people throughout the world. According to Fernquest (2012), English is critical in preparation for the ASEAN Economic Community 2015. This means that individuals from ASEAN countries can speak in English. Lauder (2008, p.10) adds that English, as a foreign language, is essential for developing effective communication skills with individuals from various nations, particularly in our globalised world. Furthermore, Bajo, M.T., and Macizo P. (2004, p.3) assert that English is the language of the future, serving as a bridge between people as a result of globalisation.

Around 1.75 billion individuals globally use English at a decent level (Harvard Business Review [HBR], 2012). Teaching English to young learners presents a challenge due to the unique characteristics of each student. It is critical for the teacher to continuously improve in order to provide effective and accurate language input as a foundation for English language acquisition by their students. The educator must stimulate the pupils' interest in learning English and make the English language subject as enjoyable as possible, so that they may utilise it for communicating in their everyday lives.

English is a critical academic topic in which pupils must succeed. In reality, studying English is beneficial for college students since it allows them to keep current on innovations in their fields of study and prepares them for future work. However, language competency does not occur instantly as a result of language instruction and learning, and student performance might vary according to a variety of circumstances. Internal

and external factors have the potential to impact English learners' success (Yaghoubi & Rasouli, 2015, p. 130).

English is a commonly utilised language in the globalisation environment. English's importance as a worldwide language is steadily growing. English is a mandatory subject in the Indonesian education system, taught to all students from primary school through to university. English is a mandatory subject in the Indonesian education system, taught to all students from primary school through to university. English is a mandatory subject in the Indonesian education system, taught to all students from primary school through to university.

Focusing on developing students' reading, writing and speaking abilities, the subject is essential in keeping them up-to-date with the latest news, information and technological advancements. Furthermore, it is essential for individuals to acquire these abilities to progress in their careers and further their education. Effective EFL education is necessary to attain these aspirations, and qualified and competent instructors are crucial for achieving it. Unfortunately, existing studies indicate that the absence of skilled teachers in Indonesia is hindering the process of learning and teaching English as a foreign language (Nurkamto, 2000).

This challenge should actually make the teacher enthusiastic in doing job and to be successful, teacher has to be patient because he/she is dealing with those who cannot yet speak English, creative in matching the teaching and learning styles, positive thinking because the students will adapt teacher's attitude toward learning ESL and EFL, relax because they are just children, and innovative because teacher is dealing with curious young people who are very eager to learn something new and should not damage the motivation because it can affect their future performance.

Moreover, a significant number of EFL teachers in Indonesia lack proficiency in English, resulting in hindrances to effectively convey their knowledge in the EFL classroom (Lie, 2007). Consequently, there is a need to enhance teachers' capabilities by expediting their professional development. Children are more likely to devote themselves to their studies

and achieve academically when their parents show an interest in their studies, are ready to help with homework, and guarantee their children finish their school assignments.

According to Vygotsky's socio-cultural theory, language and the child's social surroundings have a substantial impact on their development. Children, according to Vygotsky, are active learners, but their learning may be expedited if they interact with adults. Children can grasp and achieve more with adult direction than they could on their own. This objective encouragement has a positive impact in the classroom. As a result, Indonesian students are required to study English in accordance with the curriculum, which strives to build communication skills in English through hearing, speaking, reading, and writing.

This is necessary in order to educate students for the challenges of globalisation and the information age in the twenty-first century (Department of Education and Culture, 1994). To improve children's English skills, the emphasis is on making English not just a companion language but also a second language. For optimal progress, children must get maximum attention from people around them. During their child's development, parents should work on developing self-awareness.

When teaching English, it is critical to provide enough support and help. English is no longer just a formal topic for school curriculum, tests, and tutoring; it is now a language for everyday usage. With English rapidly growing and information acquisition becoming boundless, parents may assist their children in learning English as a second language. This does not exclude the use of their mother tongue or regional language in daily life, but it does allow parents to focus on their children's growth in the future years. A supportive community, as well as an educated environment, are required.

It is critical to remember that young people require discipline in order to develop their skills, which includes studying the English language. Encouraging children to study English can help them develop habits that will help them develop good fundamental language abilities. Childhood is an excellent period to develop cognitive talents that facilitate understanding,

decoding, and problem-solving as part of the learning process. The relevant background for children at this period is their familial environment. Parental support is essential for children's growth and English language learning.

The home setting can help parents support their children in learning English. The home environment can help parents facilitate their children's English language ability. According to Maslow's Hierarchy of Needs theory from "*A Theory of Human Motivator*", boosting ambition via assistance for persons aspiring for exceptional achievements. It is commonly known that children require the love and care of their carers in order to thrive. Sufficient support may help youngsters establish a good outlook and stimulate constructive development, especially when the home environment is pleasant.

To guarantee appropriate growth, parents must ensure that all of their children's vital needs are met. Failure to do so may have a negative impact on their learning cycle. Children are more likely to achieve academically and in society when they feel respected and loved. Parental and teacher support is critical in promoting self-achievement. Objective assessments must take precedence over subjective assessments. The information should be provided in simple phrases, with logical structure maintained throughout the writing.

Technical words should be defined before they are used, and typical academic parts should be included while keeping to style guidelines. Formal language should be used, with no colloquialisms or superfluous jargon. A coherent framework with causal linkages between claims is required, and precise word choice is encouraged. Grammar and spelling must be followed at all times. Parents can help their children's English skills develop at home by talking about household terms, speaking English with them frequently, motivating children to speak English, offering English storybooks for shared reading and translation, and supervising their social media use by selecting games and TV channels that support children's English learning.

As a result, young learners will quickly grasp English and be able to apply it into their everyday activities. This will aid in the development of

their verbal talents. The rising relevance of English in numerous sectors emphasises the necessity of building a solid foundation in the language from a young age. As a result, English, along with Indonesian, should be considered a secondary language rather than a supplementary one. Furthermore, academics have highlighted the critical role that parents play in developing their children's English language abilities.

According to the researchers, knowledge and understanding are unlikely to develop spontaneously in the absence of environmental and carer assistance. As a result, parents and teachers have been acknowledged for their critical roles in schools in assisting and supporting children in learning English as a second language. The goal is to create a clear and accessible path to language learning.

1.2 Research Questions

1. What are parents Support and Involvement to Children to improve their English development as a second language?

1.3 Purpose of The Study

The essence of the research objective is to answer the questions that have been formulated. Therefore, this research aims to:

1. To reveal the support and involvement that parents face in providing their Children's for English development.

1.4 Significance of The Study

This study, the researcher hopes to provide benefits for parents, English teachers, and future researchers.

1. For parents

This study is designed to be a learning tool for parents offering intense education to their children, particularly with regard to English as a second language. Within the context of always offering help in the form of cognitive and mental support so that children can acquire appropriate English skills.

2. For English teachers

This study believes that English teachers would focus more on student development and give feedback and pleasure studying English so that

students may correctly grasp and absorb English learning based on their goals. Aside from that, they are conscious of the need of assisting students in continuing to enhance their English abilities.

3. For further researchers

For future researchers, this research is expected to be an additional reference that can support future research.

1.5 Scope and Limitation

The researchers in this study have narrowed the problem to allow for a more focused debate. They are specifically investigating effective techniques for training parents on how to promote their children's English language development both within and outside of the house. The research also emphasises the necessity of parents adopting a disciplined approach to developing a progressive and supportive English-learning environment in their households. The study gives insights into the aspects necessary for the progression of children's English and the introduction of English as a second language after the national language.

1.6 Definition of Key Terms

In this study, there are several terms that must be understood, including:

1. Parental Support & Involvement

Parental behaviors toward the child, such as praising, encouraging, and giving physical affection, which indicate to the child that they are accepted and loved.

2. Children Learning English

When a child learns to speak English, in stages the child still makes mistakes in their pronunciation.

3. English as a second language

English as a second language pertains to the use of English by individuals who speak other languages.